

**2011 English Language Arts Textbook Approval Committee Consensus  
Correlation to the 2010 English Standards of Learning and Curriculum Framework – Grade 3**

**Text Title: Bookshop Core Reading Program, Grade 3 Publisher: Mondo Publishing**

Section I. Correlation with the 2010 English Standards of Learning and Curriculum Framework-Grade 3 Summary	Rating		
	Adequate	Limited	No Evidence
3.3	X		
3.3a	X		
3.3b	X		
3.4	X		
3.4a	X		
3.4b	X		
3.4c	X		
3.4d	X		
3.4e	X		
3.4f	X		
3.4g	X		
3.5	X		
3.5a	X		
3.5b	X		

Section I. Correlation with the 2010 English Standards of Learning and Curriculum Framework-Grade 3 Summary	Rating		
	Adequate	Limited	No Evidence
3.5c	X		
3.5d	X		
3.5e		X	
3.5f	X		
3.5g	X		
3.5h	X		
3.5i	X		
3.5j	X		
3.5k	X		
3.5l	X		
3.5m	X		
3.6	X		
3.6a	X		
3.6b	X		

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	Adequate	Limited	No Evidence
<b>3.6c</b>	<b>X</b>		
<b>3.6d</b>	<b>X</b>		
<b>3.6e</b>			<b>X</b>
<b>3.6f</b>	<b>X</b>		
<b>3.6g</b>	<b>X</b>		
<b>3.6h</b>	<b>X</b>		
<b>3.6i</b>		<b>X</b>	
<b>3.6j</b>	<b>X</b>		
<b>3.6k</b>	<b>X</b>		
<b>3.6l</b>	<b>X</b>		
<b>3.7</b>		<b>X</b>	
<b>3.7a</b>		<b>X</b>	
<b>3.7b</b>	<b>X</b>		

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<b>Section II. Additional Criteria: Instructional Planning and Support</b>	<b>Degree of Correlation: Underline your choice.</b> <b>Adequate   Limited   No evidence</b> <b>Must provide comments to support the ratings other than Adequate.</b>
1. The textbook is presented in an organized, logical manner and is appropriate for the age, grade, and maturity of the students.	<div> <u><b>Adequate</b></u> Limited           No Evidence         </div> <div>Comments:</div>
2. The textbook is organized appropriately within and among units of study.	<div> <u><b>Adequate</b></u> Limited           No Evidence         </div> <div>Comments:</div>
3. The format design includes titles, subheadings, and appropriate cross-referencing for ease of use.	<div> <u><b>Adequate</b></u> Limited           No Evidence         </div> <div>Comments:</div>
4. The writing style, syntax, and vocabulary are appropriate.	<div> <u><b>Adequate</b></u> Limited           No Evidence         </div> <div>Comments:</div>
5. Sufficient instructional strategies are provided to promote depth of understanding.	<div> <u><b>Adequate</b></u> Limited           No Evidence         </div> <div>Comments:</div>

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3.3      The student will apply word-analysis skills when reading.	<u><b>Adequate</b></u>	Limited	No Evidence
	Comments:		
a)   Use knowledge of regular and irregular vowel patterns.	<u><b>Adequate</b></u>	Limited	No Evidence
	Comments:		
b)   Decode regular multisyllabic words.	<u><b>Adequate</b></u>	Limited	No Evidence
	Comments:		

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<b>STANDARD</b>		<b>Degree of Correlation: Highlight your choice.</b> <b>Adequate   Limited   No evidence</b> <b>Must provide comments to support the ratings other than Adequate.</b>	
3.4	The student will expand vocabulary when reading.	<u><b>Adequate</b></u>	Limited   No Evidence  Comments:
	a) Use knowledge of homophones.	<u><b>Adequate</b></u>	Limited   No Evidence  Comments:
	b) Use knowledge of roots, affixes, synonyms, and antonyms.	<u><b>Adequate</b></u>	Limited   No Evidence  Comments:
	c) Apply meaning clues, language structure, and phonetic strategies.	<u><b>Adequate</b></u>	Limited   No Evidence  Comments:
	d) Use context to clarify meaning of unfamiliar words.	<u><b>Adequate</b></u>	Limited   No Evidence  Comments:

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<b>STANDARD</b>	<b>Degree of Correlation: Highlight your choice.</b> <b>Adequate   Limited   No evidence</b> <b>Must provide comments to support the ratings other than Adequate.</b>		
e) Discuss meanings of words and develop vocabulary by listening and reading a variety of texts.	<u><b>Adequate</b></u>	Limited	No Evidence
	Comments:		
f) Use vocabulary from other content areas.	<u><b>Adequate</b></u>	Limited	No Evidence
	Comments:		
g) Use word reference resources including the glossary, dictionary, and thesaurus.	<u><b>Adequate</b></u>	Limited	No Evidence
	Comments:		

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<b>STANDARD</b>		<b>Degree of Correlation: Highlight your choice.</b> <b>Adequate   Limited   No evidence</b> <b>Must provide comments to support the ratings other than Adequate.</b>	
3.5	The student will read and demonstrate comprehension of fictional text and poetry.	<u><b>Adequate</b></u>	Limited   No Evidence Comments:
	a) Set a purpose for reading.	<u><b>Adequate</b></u>	Limited   No Evidence Comments:
	b) Make connections between previous experiences and reading selections.	<u><b>Adequate</b></u>	Limited   No Evidence Comments:
	c) Make, confirm, or revise predictions.	<u><b>Adequate</b></u>	Limited   No Evidence Comments:
	d) Compare and contrast settings, characters, and events.	<u><b>Adequate</b></u>	Limited   No Evidence Comments:

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<b>STANDARD</b>	<b>Degree of Correlation: Highlight your choice.</b> <b>Adequate   Limited   No evidence</b> <b>Must provide comments to support the ratings other than Adequate.</b>		
e) Identify the author's purpose.	Adequate	<b><u>Limited</u></b>	No Evidence
	Comments:		
f) Ask and answer questions about what is read.	<b><u>Adequate</u></b>	Limited	No Evidence
	Comments:		
g) Draw conclusions about text.	<b><u>Adequate</u></b>	Limited	No Evidence
	Comments:		
h) Identify the problem and solution.	<b><u>Adequate</u></b>	Limited	No Evidence
	Comments:		
i) Identify the main idea.	<b><u>Adequate</u></b>	Limited	No Evidence
	Comments:		
j) Identify supporting details.	<b><u>Adequate</u></b>	Limited	No Evidence
	Comments:		



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<b>STANDARD</b>	<b>Degree of Correlation: Highlight your choice.</b> <b>Adequate   Limited   No evidence</b> <b>Must provide comments to support the ratings other than Adequate.</b>		
k) Use reading strategies to monitor comprehension throughout the reading process.	<u><b>Adequate</b></u>	Limited	No Evidence
	Comments:		
l) Differentiate between fiction and nonfiction.	<u><b>Adequate</b></u>	Limited	No Evidence
	Comments:		
m) Read with fluency and accuracy.	<u><b>Adequate</b></u>	Limited	No Evidence
	Comments:		

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3.6	The student will continue to read and demonstrate comprehension of nonfiction texts.	<u><b>Adequate</b></u>	Limited	No Evidence
		Comments:		
	a) Identify the author's purpose.	<u><b>Adequate</b></u>	Limited	No Evidence
		Comments:		
	b) Use prior and background knowledge as context for new learning.	<u><b>Adequate</b></u>	Limited	No Evidence
		Comments:		
	c) Preview and use text features.	<u><b>Adequate</b></u>	Limited	No Evidence
		Comments:		
	d) Ask and answer questions about what is read.	<u><b>Adequate</b></u>	Limited	No Evidence
		Comments:		

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<b>STANDARD</b>	<b>Degree of Correlation: Highlight your choice.</b> <b>Adequate   Limited   No evidence</b> <b>Must provide comments to support the ratings other than Adequate.</b>		
e) Draw conclusions based on text.	Adequate	Limited	<b><u>No Evidence</u></b>
	Comments:		
f) Summarize major points found in nonfiction texts.	<b><u>Adequate</u></b>	Limited	No Evidence
	Comments:		
g) Identify the main idea.	<b><u>Adequate</u></b>	Limited	No Evidence
	Comments:		
h) Identify supporting details.	<b><u>Adequate</u></b>	Limited	No Evidence
	Comments:		
i) Compare and contrast the characteristics of biographies and autobiographies.	Adequate	<b><u>Limited</u></b>	No Evidence
	Comments:		

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<b>STANDARD</b>	<b>Degree of Correlation: Highlight your choice.</b> <b>Adequate   Limited   No evidence</b> <b>Must provide comments to support the ratings other than Adequate.</b>		
j) Use reading strategies to monitor comprehension throughout the reading process.	<u><b>Adequate</b></u>	Limited	No Evidence
	Comments:		
k) Identify new information gained from reading.	<u><b>Adequate</b></u>	Limited	No Evidence
	Comments:		
l) Read with fluency and accuracy.	<u><b>Adequate</b></u>	Limited	No Evidence
	Comments:		

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<b>STANDARD</b>	<b>Degree of Correlation: Highlight your choice.</b> <b>Adequate   Limited   No evidence</b> <b>Must provide comments to support the ratings other than Adequate.</b>
3.7      The student will demonstrate comprehension of information from a variety of print and electronic resources.	Adequate <b><u>Limited</u></b> No Evidence Comments:
a)    Use encyclopedias and other reference books, including online reference materials.	Adequate <b><u>Limited</u></b> No Evidence Comments:
b)    Use table of contents, indices, and charts.	<b><u>Adequate</u></b> Limited                      No Evidence Comments: